**“Harrison Bergeron” by Kurt Vonnegut Jr.**

**Vocabulary**

Be able to define the following words and understand them when they appear in the story or class discussion.

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| **TERM** | **DEFINITION** |
| Oppression |  |
| Consternation |  |
| Cower |  |
| Hindrance |  |
| Luminous |  |
| Vigilant |  |

**Rhetorical Devices**

Respond to the following questions on a separate piece of paper. Remember to use examples from the text, where appropriate, to support your responses.

1. Irony is the opposite of what is expected. Using this definition, what is ironic about the story? Why?
2. Satire is a form of writing in which human follies and vices are held up to ridicule, generally with the intention of reform. How is satire used in this story? Support your response with examples from the text.

**Literary Analysis**

Respond to the following questions on a separate piece of paper. Remember to use examples from the text, where appropriate, to support your responses.

1. What can be inferred by the opening sentence, “The year was 2081, and everyone was finally equal?”
2. How is fundamental mediocrity achieved and enforced?
3. Why does Hazel Bergeron forget what she is crying about?
4. What is the meaning of the last words of the Bergerons, “that one was a doozy”?
5. Do you think Harrison knows he will die as a result of his behaviour? Are you shocked by his death? Why or why not?
6. Consider how “handicap” is a negative word. How does your perception change if instead the words “differently abled” are used?
7. How do schools behave like the United States Handicapper General office in the story?
8. Is there a moral to this story? If so, what is it? If not, why do you think this way?